



BEAUFORT HIGH

84 Sea Island Parkway
Beaufort, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 1,730 Students | |
| Principal | Dr. Daniel Durbin | 843-322-2000 |
| Superintendent | Dr. Valerie Truesdale | 843-322-2300 |
| Board Chair | Fred Washington | 843-322-2356 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | At-Risk |
| 2009 | Average | Below Average |
| 2008 | Average | Excellent |
| 2007 | Below Average | At-Risk |
| 2006 | Average | Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 4 | 15 | 10 | 0 | 0 |

* Ratings are calculated with data available by 09/29/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| Percent | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Passed 2 subtests (%) | 77.0% | 71.5% | 74.5% | 82.6% | 77.7% | 80.7% |
| Passed 1 subtest (%) | 11.5% | 16.7% | 14.8% | 10.0% | 12.2% | 10.9% |
| Passed no subtests (%) | 11.5% | 11.8% | 10.7% | 7.6% | 10.2% | 8.7% |

HSAP Passage Rate by Spring 2010

| | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 86.1% | 92.1% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2009* | 2010 | 2009* | 2010 |
| Number of Students in Four-Year Cohort | 493 | 510 | 347 | 379 |
| Number of Graduates in Cohort | 327 | 331 | 258 | 278 |
| Rate | 66.3% | 64.9% | 74.9% | 72.5% |

*Used to calculate current AYP.

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2 | 55.1% | 77.2% |
| English 1 | 73.5% | 72.4% |
| Physical Science | 54.1% | 63.4% |
| US History and the Constitution | 34.4% | 50.4% |
| All Tests | 54.9% | 65.5% |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| Students (n=1,730) | | | | |
| Retention rate | 9.9% | Up from 0.5% | 3.0% | 3.7% |
| Attendance rate | 99.8% | Up from 99.5% | 95.4% | 95.4% |
| Eligible for gifted and talented | 16.7% | Up from 16.5% | 16.0% | 12.4% |
| With disabilities other than speech | 8.1% | Up from 7.6% | 12.3% | 12.8% |
| Older than usual for grade | 10.1% | Up from 3.0% | 7.7% | 9.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.7% | Up from 0.9% | 1.3% | 1.1% |
| Enrolled in AP/IB programs | 49.2% | Up from 19.6% | 18.9% | 13.1% |
| Successful on AP/IB exams | 28.0% | Down from 30.4% | 57.2% | 50.4% |
| Eligible for LIFE Scholarship | 29.9% | Up from 26.7% | 31.5% | 30.4% |
| Annual dropout rate | 0.6% | No Change | 3.4% | 3.1% |
| Career/technology students in co-curricular organizations | 0.4% | Down from 1.1% | 1.4% | 2.2% |
| Enrollment in career/technology courses | 1008 | Up from 121 | 639 | 424 |
| Students participating in work-based experiences | 18.0% | Up from 1.6% | 9.7% | 11.7% |
| Career/technology students attaining technical skills | 70.7% | Down from 72.5% | 78.6% | 78.7% |
| Career/technology completers placed | 97.7% | Down from 100.0% | 100.0% | 98.5% |
| Teachers (n=95) | | | | |
| Teachers with advanced degrees | 65.3% | Up from 63.2% | 63.9% | 60.4% |
| Continuing contract teachers | 76.8% | Up from 72.6% | 80.2% | 76.6% |
| Teachers with emergency or provisional certificates | 10.1% | Down from 12.6% | 4.6% | 6.5% |
| Teachers returning from previous year | 87.3% | Down from 88.9% | 88.0% | 86.8% |
| Teacher attendance rate | 94.0% | Down from 95.4% | 95.8% | 95.8% |
| Average teacher salary* | \$51,482 | Up 1.7% | \$48,651 | \$47,390 |
| Professional development days/teacher | 10.0 days | Up from 9.3 days | 9.9 days | 10.0 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 6.0 | 6.0 | 4.0 |
| Student-teacher ratio in core subjects | 32.2 to 1 | Up from 30.1 to 1 | 28.9 to 1 | 25.8 to 1 |
| Prime instructional time | 91.0% | Down from 92.2% | 90.8% | 90.1% |
| Dollars spent per pupil** | \$6,857 | Up 2.5% | \$7,215 | \$7,974 |
| Percent of expenditures for teacher salaries** | 62.5% | Up from 53.8% | 56.2% | 55.4% |
| Percent of expenditures for instruction** | 66.2% | Down from 67.1% | 61.6% | 60.4% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 50.0% | Down from 59.9% | 94.5% | 96.0% |
| Character development program | Good | No Change | Good | Good |
| Modern language program assessment | N/A | N/A | Excellent | Average |
| Classical language program assessment | N/A | N/A | N/A | Average |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

| | HSAP Passage Rate by Spring 2010 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 | | |
|----------------------------|----------------------------------|--------|----------------------------------|-------|-------------------------------|-------|-------------------|
| | n | % | t | % | n | % | Met AYP Objective |
| All Students | 368 | 86.1% | 1504 | 54.9% | 510 | 64.9% | No |
| Gender | | | | | | | |
| Male | 171 | 83.6% | 757 | 53.9% | 244 | 59.4% | N/A |
| Female | 197 | 88.3% | 747 | 56.0% | 265 | 69.8% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 167 | 93.4% | 649 | 70.7% | 226 | 69.5% | N/A |
| African American | 181 | 77.9% | 763 | 40.1% | 246 | 61.4% | N/A |
| Asian/Pacific Islander | N/A | N/A | 11 | 72.7% | N/A | N/A | N/A |
| Hispanic | 13 | 100.0% | 66 | 62.1% | 25 | 60.0% | N/A |
| American Indian/Alaskan | N/A | N/A | 11 | 90.9% | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 19 | 52.6% | 110 | 22.7% | 31 | 64.5% | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | 18 | 50.0% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 160 | 77.5% | 684 | 42.1% | 211 | 57.3% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

During the 2009-2010 school year, the Beaufort High School staff completed its fourth full year of the small schools model. Data indicated a continued decline in negative student behaviors such as physical altercations and harassment. In addition, the school has seen an increase in the number of CATE completers. This is attributed to the small school focus on majors. Stakeholder surveys indicated continued confidence in the school's ability to provide a safe, focused learning environment.

Improving standardized test scores was a priority during the 2008-2009 school year. The school district has implemented a new student academic support tool. The APEX program was adopted to support credit recovery, SAT/ACT, AP, EOC, and HSAP preparation and course supplement materials. In addition, the school utilized the U.S. TestPrep online program to provide additional support to EOC and HSAP preparation. Teachers also utilized the TCA online program to support SAT/ACT preparation.

Subject-area data teams were established to monitor student progress in standardized testing courses. The freshmen teams used the data to cycle struggling math students into remediation course at semester break. This allowed those students an opportunity to regain the lost credit. At all levels, the data was used to examine progress and/or redirect instruction and assessment to promote student success.

The staff development focus has been centered on supporting teachers to use the new tools: APEX, U.S. TestPrep, TCA, and PowerSchool. It is anticipated that teachers will have an even greater command of the tools during the 2010-2011 school year. In addition, teachers have been concentrating on how to collect, interpret, and utilize data to enhance student achievement.

An external audit was conducted by Mr. Brandon Cosby, small schools auditor. Mr. Cosby examined the small school's administrative processes, classroom instruction, and general climate. Overall, the school received high marks for general implementation of the small schools model. The exit report was utilized to update the School Improvement Plan for the 2010-2011 school year.

Daniel Durbin, Principal
Gail Clark, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 65 | 167 | 66 |
| Percent satisfied with learning environment | 72.3% | 66.5% | 80.0% |
| Percent satisfied with social and physical environment | 73.4% | 81.5% | 65.6% |
| Percent satisfied with school-home relations | 53.8% | 84.6% | 72.7% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 8 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|-----|
| School Improvement Status | N/A |
|---------------------------|-----|

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality Data

| | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 4.9% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3% | 5.6% |

| | | | |
|---|------------|-----------------|---------------------|
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 10.6% | 0.0% | No |

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 448 | 92.9 | 13.3 | 30 | 30 | 26.8 | 65.3 | 62.5 | 65.9 | No | Yes |
| Male | 229 | 93 | 17.7 | 33 | 30 | 19.2 | 58.1 | 54.9 | 60.8 | N/A | N/A |
| Female | 219 | 92.7 | 8.6 | 26.9 | 29.9 | 34.5 | 72.6 | 69.8 | 71 | N/A | N/A |
| White | 207 | 92.8 | 3.8 | 18.9 | 35.7 | 41.6 | 83.2 | 79.7 | 77.5 | Yes | Yes |
| African American | 211 | 92.9 | 23 | 40.8 | 24.1 | 12 | 47.6 | 45.5 | 49.7 | No | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 60 | 80.2 | I/S | I/S |
| Hispanic | 18 | 100 | 11.8 | 35.3 | 23.5 | 29.4 | 58.8 | 51.1 | 56.8 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 65.9 | I/S | I/S |
| Disabled | 41 | 80.5 | 60.6 | 24.2 | 12.1 | 3 | 18.2 | 18.2 | 21.3 | I/S | No |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | 47.3 | I/S | I/S |
| Subsidized meals | 192 | 93.2 | 22.3 | 38.9 | 27.4 | 11.4 | 48.6 | 48.5 | 51.5 | No | No |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 448 | 93.1 | 20.9 | 32.1 | 24.6 | 22.4 | 58.2 | 55.4 | 62.3 | No | Yes |
| Male | 229 | 92.1 | 25.7 | 31.7 | 22.3 | 20.3 | 53 | 52.5 | 61.7 | N/A | N/A |
| Female | 219 | 94.1 | 16 | 32.5 | 27 | 24.5 | 63.5 | 58.2 | 63 | N/A | N/A |
| White | 207 | 93.2 | 8.6 | 25.7 | 28.3 | 37.4 | 74.9 | 72.5 | 75 | Yes | Yes |
| African American | 211 | 92.9 | 33 | 39.3 | 20.9 | 6.8 | 41.9 | 36.6 | 44 | No | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 80 | 85.5 | I/S | I/S |
| Hispanic | 18 | 100 | 29.4 | 23.5 | 29.4 | 17.6 | 52.9 | 47.8 | 56.7 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 62.5 | I/S | I/S |
| Disabled | 41 | 80.5 | 63.6 | 30.3 | 6.1 | 0 | 9.1 | 18.2 | 22.1 | I/S | No |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 42.1 | 52.6 | I/S | I/S |
| Subsidized meals | 192 | 92.7 | 29.3 | 40.8 | 22.4 | 7.5 | 42.5 | 41 | 48.1 | No | No |

Physical Science (End-of-Course Test performance by Group)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 443 | 82.4 | 63.8 | 17.0 | 10.4 | 8.8 | 19.2 | N/A | N/A | N/A | N/A |
| Male | 227 | 78.0 | 63.3 | 17.5 | 12.4 | 6.8 | 19.2 | N/A | N/A | N/A | N/A |
| Female | 216 | 87.0 | 64.4 | 16.5 | 8.5 | 10.6 | 19.1 | N/A | N/A | N/A | N/A |
| White | 201 | 84.1 | 45.0 | 20.7 | 17.8 | 16.6 | 34.3 | N/A | N/A | N/A | N/A |
| African American | 212 | 83.0 | 82.4 | 13.1 | 4.0 | 0.6 | 4.5 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 18 | 83.3 | 66.7 | 20.0 | 6.7 | 6.7 | 13.3 | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 40 | 60.0 | N/AV | N/AV | N/AV | N/AV | N/AV | N/A | N/A | N/A | N/A |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals | 195 | 84.6 | 83.6 | 9.7 | 6.1 | 0.6 | 6.7 | N/A | N/A | N/A | N/A |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 447 | 96.4 | 15.3 | 35.9 | 24.5 | 24.3 | 62.1 | 60.1 | 61.8 |
| | 2010 | 448 | 92.9 | 13.3 | 30 | 30 | 26.8 | 65.3 | 62.5 | 65.9 |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 447 | 96 | 23.7 | 28 | 24.1 | 24.1 | 59.5 | 59.1 | 62.7 |
| | 2010 | 448 | 93.1 | 20.9 | 32.1 | 24.6 | 22.4 | 58.2 | 55.4 | 62.3 |

* Adjusted to account for natural variation in performance.